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ABSTRACT

This competency-based preservice home economics teacher education module on required skills for retail sales of furnishings and related household items is the second in a set of two modules on occupational education related to housing. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education [MATCHE]--see CE 019 901-967.) Following the module objectives and overview, two units of instruction are presented: (1) factors to consider when selling furnishing and accessory items for commercial and residential interiors (includes one lesson on the art of selling), and (2) techniques for selling furnishings and related household items (includes one lesson on techniques for selling). Each lesson generally includes a narrative summary, suggested activities, suggested resources (readings), and a progress check. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs [CE 019 900].) (JH)

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ED166510

OCCUPATIONAL STRAND:

HOUSING

MODULE II-B-2 REQUIRED SKILLS FOR RETAIL SALES OF FURNISHINGS AND RELATED HOUSEHOLD ITEMS

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1978

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Sacramento

CE 019 937

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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MATCHE

Management Approach to Teaching Consumer and Homemaking Education

MATCHE is an individualized, competency-based preservice curriculum designed for home economics education students at the preprofessional, upper division level. MATCHE is a comprehensive curriculum based on selected objectives which give emphases in three areas: 1) consumer approach to homemaking education, 2) teaching home economics in economically depressed areas, and 3) establishing occupational programs related to home economics. The material for each subject matter area of home economics has been organized into these three strands, and includes an FHA-HERO emphasis. These subject matter areas are home economics education core, housing, foods and nutrition, textiles and clothing, human development, and management.

The MATCHE modules were written by subject matter specialists from various colleges and universities offering home economics and therefore each is unique in the approach used for the development of the objectives. The modules allow for differences in level of achievement, rate of learning, and learning goals. They may be used independently, combined into a sequential series, or as a random set of conceptual units. Any instructor using the material can easily adapt the material to a specific group of students, the locale, method of instruction, and available facilities. Learning may be facilitated by offering one module in conjunction with others.

As MATCHE is continuously up-dated by those using the curriculum, some concepts and objectives may be added and others deleted. The purpose is to continually strengthen the program for pre and inservice home economics teachers.

Guidelines for Use and Continuous Development of MATCHE are on file with Home Economics units in each of the fifty state departments of education plus all of the Home Economics Departments in California institutions offering home economics education. This booklet and proceedings from the four MATCHE workshops give background information concerning the purpose and development of the MATCHE project.

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The project was developed under a contract with the Bureau of Homemaking Education, California State Department of Education under the provisions of PL 90-576 and PL 94-482. However, the opinions expressed herein do not necessarily reflect the position or policy of the Bureau of Homemaking Education or the U. S. Office of Education, and no official endorsement should be inferred.

MATCHE PROJECT

1974-1978

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Fifty-one MATCHE modules were written, using the format and objectives selected by the 1971 task force and advisory committee. Modules were reviewed and content validated by subject matter specialists at statewide workshops.

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REQUIRED SKILLS FOR RETAIL SALES OF FURNISHINGS AND RELATED HOUSEHOLD ITEMS

Module Objectives

In a simulated selling situation, the MATCHE student as the seller will be able to describe, to the satisfaction of a group of peers, the features of an article by comparing the quality, cost, aesthetic merit, use, and appropriateness so that the buyer can make a satisfactory selection.

Given various customer needs in a simulated retail store situation, the MATCHE student will be able to demonstrate the skills required for successful employment in that kind of store by completing a sale to the customer, writing the appropriate orders, and checking the final work for accuracy. The MATCHE student will become familiar with retail selling techniques and will be exposed to the diversity of forms and ordering techniques.

Module Overview

The success of a retail business in an area of home furnishings is dependent, to a large degree, on the salesmanship of its personnel. The salesperson must be aware of the factors concerned with selling home furnishing items along with the techniques for selling those items. Knowing these skills makes the salesperson an asset to the store. To help learn these skills, this module has been divided into two units.

Unit 1: Factors to Consider When Selling Furnishings and Accessory Items for Commercial and Residential Interiors

Unit 2: Techniques for Selling Furnishings and Related Household Items

UNIT 1

FACTORS TO CONSIDER WHEN SELLING FURNISHING AND ACCESSORY ITEMS FOR COMMERCIAL AND RESIDENTIAL INTERIORS

Objectives

Given the instruction to describe the standards and practices for retail sales in furnishings and related items, the MATCHE student will be able to write a paragraph which correctly describes the standards and practices which were ascertained from a wide variety of sources on retailing.

Given a case study of a sale situation in which the customer has chosen a pair of draperies, the MATCHE student will be able to list possible correct procedures to follow in order to complete the sale to the customer.

Given sample order forms and information on a particular item of furnishing or related household item, the MATCHE student will be able to correctly write up the order including style, code number, and price.

Overview

In order to successfully complete a sale, certain skills are required. Among them are the ability to write orders, the factors governing the recommendation of one item over another, and checking for accuracy. The procedures for selling large home and commercial furnishing items may differ from those required for selling accessory items. Practices vary greatly from one firm to the next; therefore, you need to be sensitive to the concerns of a particular kind of shop; you must also be aware of the employment standards and practices of the store and the general procedures followed in carrying out the various duties.

Lesson: The Art of Selling

Narrative Summary

The goal of all marketing efforts, whether it be an independent designer or a major retail chain, is to increase profitable sales. Although many factors go into sales promotion, the focus of this module is personal selling. William Stanton, in The Fundamentals of Marketing, defines personal selling:"Personal selling consists of individual, personal communication, in contrast to the mass, impersonal communication of

advertising sales promotion and the other promotional tools" (Stanton: 517). Consequently, personal selling can be more flexible in procedure for varying jobs, customers, and the types of merchandise. The salesperron receives immediate feedback to his approach and can modify his salesmanship technique right on the spot. The salesperson represents his or her company to the outside world. The emotional, interactional, and professional demands are heavy. To be successful in the selling task, the salesperson must know the stock, know company procedures, forms and regulations, work hard physically and mentally, be creative, persistent, and show great initiative. Many authors in the field of retailing indicate a salesperson may need more perseverance, social poise, tact, and diplomacy than any other person in the store. No two selling jobs are alike. The professional interior designer selling a sofa and the salesman with bargain sofas by the truckload on the street corner require different selling techniques. Yet each is successful only when the sale is completed. The scope of this unit will be limited to exploration of the retail (in store) clerk and home or business furnishing sales (outside sales). A representative selection of sources dealing with salesmanship, the qualifications, training, job description, evaluation of performance, and consumer protection will be explored.

All activities should be submitted to and discussed with your instructor.

Suggested Activities

1. Before appraising the world of work, it is essential to obtain a number of diverse salesmanship texts, periodicals, and visuals. Your exploratory preparation will help to sensitize you to the total retailing picture if and when you enter the profession or train others to do so.
   a. Visit the periodical section of your library and compile a list of marketing, advertising, visual and merchandise, retail, and general business magazines.
   b. Abstract five journal articles related to standards and practice for retail sales from the above sources. Suggestions: (1) each article should be from a different source, (2) each article should be on a different topic, (3) all articles should be current (the last three years).

   Sample Abstract Format:

   Student Name Topic: Specifications: Wallcovering, paint
   Course #
   Date

   Article--include all bibliographical information in the style accepted by your department. Campbell or Turabian recommended.

   Page Summary
   No. Key Quotes

   Notation for future use, i.e., includes a wall-covering and paint computation chart

2. To gain an understanding of retailing forms consult several retailing texts and two design texts in particular: Siegel, A Guide to Business Principles and Practices for Interior Designers; and Murphy, The Business of Interior Design.

   Photocopy or make notations of the essential components of the following forms.
   a. Purchase Order
   b. Work Order
   c. Letter of Confirmation
   d. Change Order

   See forms, Harry Siegel, A Guide to Business Principles and Practices for Interior Designers, 1972.

3. Define the following terms for furnishings retailing:

a. COM	d. Net Price	g. Side Mark
b. FOB	e. Furniture Markup	h. CBD
c. List Price	f. Resale	i. Pro Forma

4. Client X would like to have a traditional double drapery window treatment. She does not know typical price ranges for draperies, available styles, etc. You are the outside drapery consultant. List the steps to be performed to obtain the sale and see it through to completion.
   a. The following sources will be helpful:
      Inside Today's Home
      Drapery Sketch File
      Kirsch Windows Beautiful

      See Home Furnishings, Equipment and Services, Florida Department of Education.

   b. A visit to a major drapery department and drapery workroom will provide you with essential information and a sample of many work order forms.

5. Visit a furniture store recognized for quality. Obtain a copy of the forms necessary to order a chair from supplier X. Complete each of the following forms:
   a. Customer invoice
   b. PO form to manufacturer
   c. Acknowledgment
   d. Confirmation to client of anticipated delivery
   (Share materials with classmates;begin developing a file of resources).

Suggested Resources

Diamond, Jay, and Gerald Pental. Retail Buying. Englewood Cliffs, New Jersey: Prentice Hall, 1976.

Dickinson, Roger. Retail Management: A Channels Approach. Belmont, California: Wadsworth, 1974.

James, Don, Bruce Walter, Michael Etzel. Retailing Today and Introduction. New York: Harcourt, Brace, Jovanovich, 1975.

Larson, Carl, Robert Weigand, John Wright. Basic Retailing. Englewood Cliffs, New Jersey: Prentice Hall, 1976.

Mandell, Maurice I., D.B.A. Advertising. Englewood Cliffs, New Jersey: Prentice Hall, 1969.

Murphy, Dennis Grant, A.S.I.D. The Business of Interior Design. Burbank, California: Stratford House, 1975.

Redinbaugh, Larry. Retailing Management: A Planning Approach. New York: McGraw Hill, 1976.

Siegel, Harry, C.P.A. A Guide to Business Principles and Practices for Interior Designers. New York: Whitney Library of Design, 1972.

Stanton, William J. Fundamentals of Marketing. 3d ed. New York: McGraw Hill, 1970.

State of Florida, Department of Education. Home Furnishings Equipment and Services. Tallahassee, Florida: Florida Dept. of Education.

Associations and Commissions

Consumer Product Safety Commission (free newsletter; get on mailing list)
Federal Trade Commission (free newsletter; get on mailing list)
American Society of Interior Designers
Bureau of Product Safety
Business and Institutional Furniture Manufacturers Association
Consumer Affairs
Consumer Protection
National Home Fashions League
Retail Clerks Union
Southern Furniture Manufacturers Association

There is no progress test. If you and your instructor feel you have adequately covered the material, you may proceed to Unit 2.

UNIT 2

TECHNIQUES FOR SELLING FURNISHINGS AND RELATED HOUSEHOLD ITEMS

Objectives

Given a written hypothetical situation in which a customer has chosen an upholstery fabric for a chair of a given style for a room of a given size and color scheme to meet a given budget, and given a variety of fabric samples identified by fiber content and price, the MATCHE student will select and justify the selection of at least three fabrics, including descriptions of at least: 1) fiber content, 2) weave, 3) finish, 4) appearance, and 5) style and suitability.

Given the situations of selling a large home furnishing item like a sofa and a small accessory item like a lamp, the MATCHE student will be able to write a paragraph which describes the procedures for selling each item.

The MATCHE student will obtain retail sales experience in a home furnishings store. After experiencing all aspects of the sales operation, the MATCHE student will develop a proposal for a secondary school program. (This objective may be waived at the discretion of the instructor considering the MATCHE student's goals.)

Overview

There are several techniques for selling home furnishings. One is the comparison of quality, costs, aesthetic merits, and appropriateness. There is a technique for obtaining the information required of the customer in order to make a recommendation. For example, with respect to recommending an upholstery fabric for a chair, you must know the style of the chair, the size of the room it will be in, the color scheme of the room, and the budget available for purchasing the fabric. You must also be able to discuss all aspects of the item you are selling, including construction, craftsmanship, and materials.

Lesson: Techniques for Selling

Narrative Summary

Furniture sales, both residential or commercial, require a basic knowledge of design, line color, spatial requirements, quality, and construction. Unless one is employed in a large furnishings firm and works as a floater from one store to the next, it is difficult to understand all aspects of sales for item X and item W equally well. The sales manager in a carpet showroom, the sales personnel, and the

installers all may have a firm grasp of one aspect of carpeting; however, they could be lost in a lighting department. The narrative, activities, and resources in this unit are designed to provide you with an overview of selling techniques for your personal use and resources for your future students.

All activities should be submitted to and discussed with your instructor.

Suggested Activities

1. Review retailing references found in Activity 1, Unit 1. Note lists of basic selling techniques. Peruse at least five general sources; then develop your own composite list for sales in the following areas.
   a. business office desks, seating and filing
   b. residential bedding
   c. carpet salesman

2. You have been asked to specify a fabric for recovering a Queen Anne wingback chair. The customers have the following characteristics: 12x16 living room, western exposure, southern California; average housekeepers; children - ages 5, 10, 12; budget maximum 7 yards @ $32.00 a yard.

   What are your recommendations for the following and your justifications for your choice?
   a. fiber content
   b. weave
   c. pattern, style, color
   d. finish
   e. suitability
   f. suppliers, costs, delivery time

3. Write a paragraph describing procedures for selling a large home furnishing item and a small accessory item.

4. If it is possible, seek part-time employment in a firm supplying residential or commercial interiors. Check with instructor.

5. Seek a week on-the-job internship with a furnishing firm. Hopefully you might explore many departments. Write a brief (three page typed maximum) summary of job description and analysis within a variety of departments.

Suggested Resources

Diamond, Jay and Gerald Pental. Retail Buying. Englewood Cliffs, New Jersey: Prentice Hall, 1976.

Dickinson, Roger. Retail Management: A Channels Approach. Belmont, California: Wadsworth, 1974.

James, Don, Bruce Walker, Michael Etzel. Retailing Today and Introduction. New York: Harcourt, Brace, Jovanovich, 1975.

Larson, Carl, Robert Weigand, John Wright. Basic Retailing. Englewood Cliffs, New Jersey: Prentice Hall, 1976.

Murphy, Dennis Grant, A.S.I.D. The Business of Interior Design. Burbank, California: Stratford House, 1975.

Redinbaugh, Larry. Retailing Management: A Planning Approach. New York: McGraw Hill, 1976.

Siegel, Harry, C.P.A. A Guide to Business Principles and Practices for Interior Designers. New York: Whitney Library of Design, 1972.

Stanton, William J. Fundamentals of Marketing. 3d ed. New York: McGraw Hill, 1970.

State of Florida, Department of Education. Home Furnishings, Equipment and Services. Tallahassee, Florida: Florida Dept. of Education.

Associations and Commissions

Consumer Product Safety Commission (free newsletter; get on mailing list)
Federal Trade Commission (free newsletter; get on mailing list)
American Society of Interior Designers
Bureau of Product Safety
Business and Institutional Furniture Manufacturers Association
Consumer Affairs
Consumer Protection
National Home Fashions League
Retail Clarks Union
Southern Furniture Manufacturers Association

Progress Check

In a small group discussion share your job observation analysis, new terms and forms encountered in your field experience.

There is no progress test. If you feel you have adequately covered the material, you should be ready to take the Module Post-test. See your instructor.

MODULE PRE/POSTTEST

Required Skills for Retail Sales of Furnishings and Related Household Items

Student_____

Instructor_____

Date_____

Student:	This pre/posttest will assess your knowledge of the information presented in this module. You need study only those units that are prescribed on the basis of pretest results.

1. List five major furniture marketing trade periodicals.

   a.

   b.

   c.

   d.

   e.

2. Write a sample of the essential components of a purchase order for desk chairs.

3. Define the following:

   a. COM or COG -

   b. FOB -

   c. List Price -

   d. Net Price -

   e. CBD -

   f. Side Mark -

g. PO -

h. Pro Forma -

4. List six requirements for salesmanship.

a.

b.

c.

d.

e.

f.

5. Discuss the factors related to color and pattern and fiber content and construction as they relate to window coverings, flooring, and upholstery.

6. Client X would like to have a traditional double drapery window treatment. She does not know typical price ranges for drapery, available styles, etc. You are the outside drapery consultant. List the steps to be performed to obtain the sale and see it through to completion.

ANSWER KEY
MODULE PRE/POSTTEST

Required Skills for Retail Sales of Furnishings and Related Household Items

Instructor:	Do not reproduce this page in students' booklets. You must retain it for grading and prescriptive purposes. Answers will vary with individuals. A preferred response might be similar to the answer presented.

1. a. Home Furnishings Daily
   b. Interiors
   c. Interior Design
   d. Wallcovering Magazine
   e. Contract Magazine

2. Firm Name
   Address

   Supplier
   Address

   PO #
   Date:

   Ship to:
   Side Mark (Client's name)

   Method of Payment

Quantity	Code #	Item and Description	Unit Price	Total

   Terms

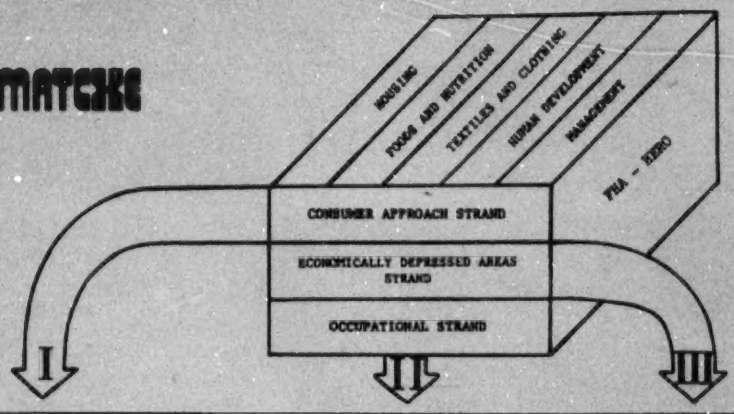
3. a. Customer's Own Material/Goods
   b. Freight on Board
   c. Retail Price
   d. Wholesale Price
   e. Cash Before Delivery
   f. Client's Name--special identification on shipping label
   f. Purchase Order
   h. Pay Before Order Is Processed

4. a. know stock
   b. hard work
   c. emotionally stable
   d. dependable
   e. accurate
   f. good interpersonal relations
   g. neat appearance
   h. cooperative
   i. expand list from sources the student researched

5. color and pattern--light source, fading, soil hiding, scale of room and item compatibility with theme,maintenance costs
   fiber content--durability, weave-stable, snag(?), dimensional stability, odor absorption, resistance to sun rot, mildew, moths and beetles

6. sales contact, home appointment, consider room style, size, coloration, light source, custom or ready-made, budget, measurements, fabric, lining, hardware selection, confirmation, fabric P.O., lining P.O., hardware P.O., fabrication work order, installation work order, installation inspection invoice

MATRIX



	I	II	III
A.	CORE: CONSUMER APPROACH TO HOMEMAKING EDUCATION 1 Life Styles and the Consumer 2 Community Consumer Resources 3 Consumer Rights and Responsibilities 4 Incorporating the Consumer Approach in Homemaking Classes	CORE: ESTABLISHING OCCUPATIONAL PROGRAMS 1 Analyzing Job Market Opportunities 2 Developing Occupational Programs 3 Implementing Occupational Programs 4 Evaluating Occupational Programs	CORE: TEACHING HOME ECONOMICS IN ECONOMICALLY DEPRESSED AREAS 1 Characteristics of Economically Depressed Areas 2 Life Style Characteristics of Economically Depressed Areas 3 Community Resources for Economically Depressed Areas 4 Developing and Implementing Programs for Economically Depressed Areas
	AREA (Module) PACKAGES	AREA (Module) PACKAGES	AREA (Module) PACKAGES
B.	HOUSING 1 Consumer Use of the Community 2 Procedures for Selecting a Community 3 Procedures for Selecting Housing 4 Shopping for a Home Loan 5 Procedures for Selecting Furnishings 6 Maintenance Procedures for Surfaces, Furniture, and Appliances	HOUSING 1 Occupational Opportunities Related to Housing and Interiors 2 Required Skills for Retail Sales of Furnishings and Related Household Items	HOUSING 1 Low Income Housing 2 Government Housing Programs 3 Low Income Furnishings
C.	FOODS AND NUTRITION 1 Technological, Sociological, Ecological, and Environmental Factors Related to Food 2 Regulatory Agencies Responsible for Wholesomeness and Quality of Foods 3 Consumer Aspects in Planning Meals 4 Cultural Food Patterns 5 Influences on Food Prices	FOODS AND NUTRITION 1 Occupational Opportunities Related Foods and Nutrition 2 Operations and Activities of a Food Service Operation 3 Managing a Food Service Operation	FOODS AND NUTRITION 1 Food Availability in Economically Depressed Areas 2 Low Income Food Patterns 3 Meal Management on a Low Income
D.	TEXTILES AND CLOTHING 1 Consumer Approach to Textiles and Clothing 2 Sociological, Psychological, and Economic Factors Affecting Clothing Selection 3 Clothing Needs of Individuals 4 Applications and Implications of New Technology in Textiles and Clothing	TEXTILES AND CLOTHING 1 Occupational Opportunities Related Textiles and Clothing 2 Assembly Line Garment Construction 3 Merchandising Textiles and Ready-To-Wear	TEXTILES AND CLOTHING 1 Clothing the Individual and Family 2 Utilizing Resources for Clothing and Textiles
E.	HUMAN DEVELOPMENT 1 Societal Changes Affecting the Family 2 The Relationship Between Spending Patterns and Interpersonal Relationships 3 Financial Pressures in Various Life Styles and Cycles 4 Individuals and Families in Crisis 5 Consumer Aspects of Parenthood	HUMAN DEVELOPMENT 1 Occupational Opportunities Related to Human Development 2 Children's Center Aide 3 Developing Programs for Preschool Children 4 Convalescent Home Aide	HUMAN DEVELOPMENT 1 Characteristics of Economically Depressed Area Families 2 The Child and the Economically Depressed Area Family 3 Resources for the Economically Depressed Area Family
F.	MANAGEMENT 1 Relationship Between National and Consumer Economics 2 Consumer Legislative Issues 3 Environmental Issues and the Consumer 4 Financial Management 5 Family and Individual Credit Management 6 Management View of the Multiple Role 7 The Metric System	MANAGEMENT 1 Occupational Opportunities Related to Home Management and Supporting Services 2 Occupational Preparation for Jobs Utilizing Housekeeping Skills	MANAGEMENT 1 Management Skills 2 Money Management 3 Marketing Practices in Relation to Low Income Clientele